

GEFÖRDERT VOM



Bundesministerium
für Bildung
und Forschung

Academia+



Co-funded by the
Erasmus+ Programme
of the European Union

Intellectual Output 1 Counselling migrants and refugees

Counsellors Study and Training Exchange Programme (C-Step)

Unit 3: Analysis of client potential and empowerment

Authors

Academia + Project Working Team

Editing:

Prof. Dr. Jane Porath

Prof. Dr. Clinton Enoch

Dr. Rebeca García-Murias

University of Applied Labour Studies (HdBA)

December, 2020

HdBA
Hochschule der
Bundesagentur für Arbeit
University of Applied Labour Studies



Table of contents

1. Content of the Unit 3: "Analysis of client potential and empowerment"	3
2. Learning outcomes.....	4
3. Structure plan.....	4
4. Detailed description of the structure plan	7



Unit 3: Analysis of client potential and empowerment

University of Applied Labour Studies, HdBA (Germany)

1. Content of the Unit 3: "Analysis of client potential and empowerment"

The unit description for all online training days in the Academia+ project should be understood as a helpful basis if you would like to hold a similar training for the covered topics within the online training days of the project. Therefore this unit description is written in present tense and anonymous (although you find names of all speakers and lecturers of the online training in the original material on Moodle) and gives you detailed information about how to use the presentations, group excersises, conference meeting tools and group work tools.

The third online training day from the first Counsellors Study and Training Exchange Programm (C-STEP) in the Academia+ project focused on the topic "Analysis of client potential and empowerment". The assessment of clients' potential to enter the labour market successfully is a main task of career guidance and counselling in general. The recognition of formal qualifications and competencies, the detection of hidden informal skills and the creative connections to the demands of the labour market is a daily task.

The well-established deficit-oriented perspective must be replaced by a resource-oriented approach, which also integrates cultural specifics and the aspect of the native language as the efforts, which are needed by the migrant client to learn the (perhaps) new language of the receptive country. Narrative methods of counselling and language methods of self-reflection should focus' both the individual as broader aspects of the life of the refugee/migrant. Especially biographical approaches combined with group-oriented methods of counselling (to integrate the social background of the client) can be part of the lesson and reflected towards the own situation of each participant of the unit.

The empowerment-oriented approach also incorporates a broader understanding of the clients' situation and the networks offered and supported. Encouraging and empowering the client in a professional way is also connected to transferring the client to a psychologist (or working hand in hand) if therapy is needed due to

traumatic experiences encountered on the way to the new country or because of war/other traumatic experiences.

Therefore the third unit should cover the contents methods of testing/assessment of competencies (culturally and language neutral) and methods of empowering refugees and migrants. Furthermore the unit should focus on the benefits of using methods and tools that support clients learning and understanding of career issues. This will be the basis for the the analysis of client potential and empowerment.

The complete unit will always combine determination of participants' experience in conducting, sitting on or just hearing or reading about career guidance and counselling sessions with refugees and migrants with evidence on specific challenges and demands in such settings on the hand side and deliver basic knowledge on the other hand side.

2. Learning Outcomes

By focusing on the above mentioned contents unit 3 aims to meet the following learning outcomes:

- Get to know several methods of assessing clients' potential and empowerment
- Analyse challenges arising in the framework of assessing clients' potential and in empowerment (being driven by all challenges named before).
- Find out about methods of testing / assessment of competences (culturally and language neutral).
- Discuss several methods of empowerment of refugees and migrants.

3. Structure plan

Unit 3 is a whole day online training which combines input sessions with group work and self-learning sessions as well as plenary discussions. In the morning it focuses on an introduction to the situation of the migrants and refugees in Luxembourg- the current situation and some country specific problems as well as in the topic link with the skill analysis: the recognition procedure if documentation is missing or incomplete. The afternoon emphasizes the skills empowerment and the exploring empowerment procedures. An overview of the structure plan can be seen below and is explained in detail afterwards.



Table 1: Overview of the structure plan Unit 3. Potential analysis and empowerment

Time	Topic	Method, media and material	Outcome	Comments
10:00-10:15	Introduction, agenda, questions and technical (Moderator: warm welcome, rules, brief indications on how to make the course a success, introduction): Lecturer enters Zoom session and shows welcome slide from ppt presentation. Lecturer introduces him/herself and explains the agenda for the day			
10:15 – 11:45	1. Refugees and migrants in Luxembourg I: Counselling	Input session	Overview of country-specific aspects of counselling refugees and migrants. What are the special features of the country?	Lecture provides an input session with the possibility to ask questions at any time and maybe an open discussion part at the end about country-specific aspects of counselling refugees and migrants in different countries (participants raise the hand, following the instruction by the moderator).
11:20 - 11.40	2. Refugees and migrants in Luxembourg II- Personal thoughts and recommendation	Q&A	Overview of country-specific aspects of counselling refugees and migrants. What are the special features of the country?	Lecturer provides an input session with the possibility to ask questions and an open discussion about the country specific way of counselling refugees and migrants in different countries
11:40 - 11.50	Short break			
11:50 – 13:15	3. Skill analysis: Recognition procedure if documentation is missing or incomplete	Input (20-35 Minutes) and <u>discussion</u> about country specific aspects	Two instruments from Germany as examples are presented, which are used in the competence analysis. The participants get to know these instruments and learn how they can help in counselling refugees with regard to recognition, when they do not have documents.	Lecturer starts this session with a short input (max. 35 minutes) Lecturer introduces, as an example, two instruments from Germany, which in the competence analysis are used: the first instrument: “Myskills” is presented with <u>youtube-Videos</u> . The second instrument “Skill analysis” is briefly explained by means of a diagram (Moodle) The second part of the session will be a discussion concerning the country specific procedure in counselling people with missing or incomplete documents. The group working task is about discuss country specific aspects in terms of skills and competencies analysis and the recognition procedure if documentation is missing or incomplete The moderator presents the working



				<p>process to the participants: Breakout rooms (6 rooms), duration 25 min results: notes in word, copy in padlet.com:https://bit.ly/2Y35z50</p> <p>(copy text when come back to main room), plenary discussion: 30 min</p>
13:15 – 14:15	Lunch			
14:15 – 15:45	4. Application and recruitment processes/ skills empowerment	Workshop and lecture session	<p>Understanding engagement with national employment markets and integration into them as part of social empowerment; understanding personal qualities and skills (identification of personal skills and opportunities); understanding how skills are assessed in the recruitment process; 21st century skills matching in the workplace</p>	<p>Lecturer makes a presentation in relation to skills empowerment (the screen is shared with the group with the support of moderator)</p> <p>During the development of the session, participants can raise their hands if they have questions and/or write their concerns on the chat (following the indications by the moderator)</p>
15:45 – 16:00	Break			
16:00 – 16:50	5. Exploring Empowerment	Lecture	<p>Develop an understanding of empowerment and empowerment methods for refugees and migrants</p>	<p>Lecturer starts his /her speech with some ppt slides and thinking encouraged.</p> <p>The moderator supports with the introduction by the speaker and the closure of the session</p>
16:50 – 17:00	Wrap up and questions by the lecturer (the moderator remember to the participants that all material is on Moodle and provides a feedback form)			

Several people and professionals support in the design and development of the training sessions, among others: guest speakers/lectures (those who do the whole presentations, in charge to provide the training input/contents); moderator/s (usually support with the introduction by the speaker, the interventions, the closure of the sessions and sometimes, with certain technical aspects...); a person who is taking care to make notes and support participants by the email (academia.info@gmail.com) and help with phone numbers; a personal technician who is in charge of recording the sessions and to split/distribute the groups in breakout rooms for the group work, etc.; a person responsible to provide links on the chat and/or other additional material, taking care of checking and answering the chat.



4. Detailed description of the Structure Plan

All the material are provided via the Moodle learning platform of Academia + project. More information on:

<https://www.academiaplus.eu/moodle/course/view.php?id=6§ion=1>

- **The Moodle Structure**

Moodle was chosen as the platform on which all the material is provided. One of the advantages of Moodle is a clearly arranged overview with which the material can be presented.

The chosen structure on Moodle follows generally the respective structure of each day of the online training. Every speaker with his or her session have their own section on the course page. You can find the presentations, videos, exercises, sample solution etc. always in the respective section of the speaker. The files you can find there are always numbered in ascending order. So the session can be worked through like a learning module. There are longer input presentations, exercises on various aspects and also smaller contributions from our speakers.

For Unit three you will find the documents numbered 1b, 2b. These are the complete presentations of our speaker from unit 3.

- **How to use the documents on Moodle:**

The provided documents are always available as PDF files to ensure a usage on most devices. Videos are inserted as a stream directly from the Moodle page so you don't need a separate flash or media player. Sometimes we added a YouTube link on the page or on the additional material. In most cases, when our speakers have shown a video on their session, you can find this on the video (recording of the session) we prepared on Moodle. So the external YouTube link is additional; maybe if you want to watch it again or with different subtitles. You also find the links for the YouTube videos in every presentation as you work through them.

In general there are 7 different types of documents on Moodle.



1. The videos

Each session has at least one video that consists of the recording of the online training day. As these are made available directly on Moodle, every participant/ interested party can access the videos directly on the platform. No extra software or similar is necessary, so that easy access can be guaranteed.

2. The presentations

On every session you can find the presentation used by our speakers in the online training. Depending on whether it is a coherent input presentation or a working session with smaller input presentations, you will find one document with the whole presentation or a splitted presentation. These include a smaller input session from our speaker or preparations for a group work or an exercise. These documents are always named with 'presentation' and the specific name of this short session.

3. The exercises

In different sessions our Speakers prepared some exercises and group work. These documents are named with 'exercise' and the specific name of this exercise and they contain two different didactic levels. On the one hand they are prepared for participants and interested people who want to work through the material for themselves. For those there is a small introduction into the exercise and the numbered tasks you have to do. Furthermore there is also a note how you need to save/ share or send the outcome of this exercise. Depending on the situation you can share your screen or present your outcome or result on Padlet, Sticky notes etc.

On the other hand you can find a didactic level prepared for potential trainers, speakers or lecturer who want to host further education/ training, maybe in their own institution or company. For those people and for such use of the material you can find italic additional information in the exercises which are marked with 'Editorial note'. These notes includes hints, tips and instructions only for lecturer or teacher. For the most part these are didactic hints or assistance, which software can be used for the presentation of the work results etc. These notes also contain information on what needs to be prepared in advance of the session/ training. As an example if you as a trainer want your participants to share their work results on a Whiteboard or with sticky notes, you can find a recommendation about the software we and our speakers used in the online training.



4. The sample solutions

Safeguarding of work results is extremely important for the success of a further education session/ training. When your participants come from different countries, backgrounds or at least cities/ companies etc. you will receive a huge mass of productive work results and outcome. In addition to the exercises we provide a specific sample solution. On one side the sample solution we provided on the Moodle platform are the main work results of our participants from the online training. According to privacy policy it's needed to blurry all personal data etc. On the other side, these sample solutions are only intended as additional information. They are not all-encompassing or to be seen as the only solution of the exercise.

5. Additional material (links, texts, handouts etc.)

According to the respective session of our speakers we provided additional material like links, additional texts or handouts. If additional material be available for the specific session, it will be referred to at the respective place in the video or presentation.

- **Preparation before the unit:**

It is important for a good start to the training, whether it takes place in presence or online, that there is enough time for getting to know each other. So as you can see in the Moodle structure the first part of the session will be an introduction part where the participants introduce themselves and get a first overview about the schedule for the session. After a short introduction made by the speaker it is also necessary to establish some rules for the session. Especially for an online training with many participants some specific rules of conduct can structure the session and thus contributes to the success. It is necessary to mute/ turn off all the microphones while the speaker is talking. Otherwise, the connection will deteriorate, background noise and any interference will cause anxiety and poor understanding. Depending on the number of participants it is also necessary to turn off the video signal while the speaker is presenting. More video signals means more data consumption, which may affect the quality of the conference. In small groups or for group work and discussions in several groups it's useful to switch on the video signal.

While using the common platforms (zoom, MSTeams, etc.) you have two different options for asking questions while an input session. On the one hand you can use the chat. It is very helpful to collect and



channel the questions during a longer input session. The questions asked in the chat can then be answered in special Q&A sessions. On the other hand zoom and MStTeams provide different actions for participants who want to say or ask something. There is a raise your hand symbol with which you can indicate that you have a question or want to say something. The little hand will then pop up at the speakers desktop so he knows that someone wants to say something.

The following is a detailed description of the structure plan, which provides an overview of the Unit 3: Analysis of client potential and empowerment.

Introduction

Today's online training begins with a short introduction by the moderator who gives a warm welcome to the whole group and presents several rules and technical features on the Zoom online seminar.

Then, he/she introduces the first lecturer of this training day. Lecturer enters Zoom session and introduces him/herself in order to get closer to the group. Subsequent, he/she shows a welcome slide from ppt presentation and explains the agenda for the day.

Last but not least, the moderator provides some brief indications and tips on how to make the course a success. To this end, as mentioned before, it is proposed to turn off the participants' microphones, except when they want to contribute and say something. Moreover, is suggested, if possible, switch on participants'camera, at least during group work.

Participants are welcome to use the chat, but they should be aware that the speaker will not be able to read their comments on the chat while he/she is speaking. So the participants in the chat can raise their hand symbol with which they can indicate that they have a question or want to say something. The questions asked in the chat can then be answered in special Q&A sessions. In addition, to keep discussions alive participants will be invited to share with the team afterwards.

1. Refugees and migrants in Luxembourg I: Counselling

Today's training unit begins with a presentation concerning the situation of the refugees and migrants in Luxembourg.



The lecturer shows the situation of migrants and refugees in his/her home country, Luxembourg, providing an insight concerning the current situation and some country specific problems. He/she presents an overview over the development of incoming asylum applications in Luxembourg 2000 to 2018 and the new asylum application of refugees in Luxembourg.

This training session aims to get an insight of country-specific aspects of counselling refugees and migrants. To this end, the speaker opens his/her presentation by exchanging the following question with the group: „What are the special features of the country?“

2. Refugees and migrants in Luxembourg II- Personal thoughts and recommendation

The seminar continues with an Input session with the possibility to ask questions and an open discussion about the country specific way in different countries: „What is the proportion of immigrants among your country’s population?“.

The lecturer exchanges personal thoughts and recommendation on this matter and afterwards, participants exchange their own experiences and views concerning the refugees and migrants situations in their home countries and how to cope with this target in terms of career guidance and counselling.

3. Skill analysis: Recognition procedure if documentation is missing or incomplete

The online training module continues with a presentation with other relevant topic, „Recognition procedure if documentation is missing or incomplete: Skills analysis“.

This lecture aimed to introduce the topic of skill analysis and competences assessment of people with missing papers. To this end, the speaker starts offering an insight over the problem of not having a formal certificate when a client applies or searches for a job. He/she starts inviting the participants to reflect and discuss into the following questions (the speaker suggests to go to www.menti.com and use the code 74 74 82 in order to exchange their views): Input (20-35 Minutes) and discussion about country specific aspects:

- „When applying for a job how do you think can a client without a formal degree convince an employer of his professional skills?“
- „Which opportunities do you have to support the client?“



Subsequently, the lecturer introduces two instruments for the recognition of qualifications and professional competencies as an examples from the German context, which are used in the skills analysis. The participants get to know these instruments and learn how they can help in counselling refugees with regard to recognition, when they don't have formal documents.

- **MYSKILLS** (<https://www.myskills.de/en>): This is a competence oriented test to make professional experience knowledge visible.
- **Skill analysis**: For people who have acquired a professional qualification abroad but who cannot present the documents required for recognition through no fault of their own (see more information in Moodle).

Short input session (max. 35 minutes) first instrument: „Myskills“ is presented with youtube-Videos. The second instrument, „Skill analysis“ is briefly explained by means of a diagram (see Moodle presentation).

- **Exercise country specific measures of competence assessment**

The second part of the learning session is focused on a discussion about the country specific procedure in counselling people with missing or incomplete documents.

The moderator presents the work process in this section: Breakout rooms (6 rooms), duration 25 min results: notes in word, copy in padlet.com <https://bit.ly/2Y35z50> (copy text when come back to main room), plenary discussion: 30 min.

General information

These two methods of competence assessment are just two different examples of counselling and helping migrants and refugees without or with missing papers. Every country have some specific measures The target of this exercise will be to develop an overview with different country specific measures of competence assessment. So this group work will divide you in different groups and your task is to do a research of measures you already know or country specific measures.

Editorial note: Depending on the constitution of your group you have to modify this task a bit. If all of your participants come from the same country you have to choose some (randomly) different countries for them to



research. If you have participants from different countries you can divide them into different groups. It is helpful for the discussion part to have different backgrounds and different countries of origin in one group.

The task:

Please discuss (and research) the following two questions:

1. Which comparable procedures do you know from your country?
2. What are the benefits for employers of this competence recognition procedure? How do you estimate the acceptance of these procedures?

Please write down the general notes and put them into one sticky note. Feel free to collect and share as much procedures and measures as you found and feel free to share all the links for information websites.

Editorial note: To have all of these measures and procedures compact in one document/picture, we recommend to create a padlet.

You can see an sample solution on the next document on Moodle („3 sample solution country specific measures of competence assessment“). We prepared a pdf document if you want to click on different links or for a brief overview about all the presented measures of our online training group work please click the PNG file.

- **Additional resource: „European Qualifications Passport for Refugees“**

An additional resource, the „European Qualifications Passport for Refugees“ is also introduced closing this session: <https://www.coe.int/en/web/education/recognition-of-refugees-qualifications>.

Participants gain knowledge about it: „The European Qualifications Passport for Refugees is a document providing an assessment of the higher education qualifications based on available documentation and a structured interview. It also presents information on the applicant’s work experience and language proficiency. The document provides reliable information for integration and progression towards employment and admission to further studies. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications“.



4. Application and recruitment processes/ skills empowerment

The first of the afternoon training sessions focuses on the topic application and recruitment processes and the skills empowerment.

For this purpose, the speaker starts making an input presentation (shared screen by the moderator) in relation to this theme. The aim is to consider difficulties in engaging with unfamiliar employment markets using six key areas.

To this end, before starting the keynote presentation (lecture session), the speaker introduces a certain situation and poses a set of questions for participants to reflect and discuss.

„Avoidance of GREY economies. The easier way to quick employment?“

- Low earnings below recognised hardship levels
- No rights or guarantees - an easy route to deprivation and working poverty
- Often linked to poor working conditions, abuse, manipulation, and other wider criminal activity
- Little opportunity for progression (trapped)
- No official recognition of employment
- No link to possible host country state benefits
- Unfortunately many feel this is the only way employment – frustrated by misunderstanding caused by the complexities of recruitment cultures

Workshop: „Choices – Decisions – Knowledge“

- Hard choices have already been made
- There are more decisions ahead
- How do you make those decisions without the knowledge you need?
- What or where is that knowledge?

As noted above, this session is going to focus on six key areas of influence that often frame choices, decisions and outcomes in employment. They are: Culture, Education, Skills, Recruitment, Employers, How important points raised might be effectively communicated to its target audience (for more detail information of those



key areas see full presentation on Moodle: „1b presentation application and recruitment processes/ skills empowerment“).

Q&A are invited at the end of each subject area (participants can raise their hands and ask questions on the chat which are managed by the moderator). This allows attendees to get instant feedback from the speaker as well as the rest of the group concerning the topic.

After this input the participants are expected to achieve the following learning outcomes: understanding engagement with national employment markets and integration into them as part of social empowerment; understanding personal qualities and skills (identification of personal skills and opportunities); understanding how skills are assessed in the recruitment process; 21st century skills matching in the workplace.

5. Exploring empowerment

The last of the speakers in today's online training makes a presentation on „Exploring Empowerment“. The aim is to develop an understanding of empowerment and empowerment methods for refugees and migrants. To this end, the lecturer carries out a powerpoint presentation and thinking encouraged (moderator supports with the introduction by the speaker and the closure of the session as well as with certain technical issues).

The speaker starts the session with a reflective task to the group. Participants have the opportunity to reflect before going into detail on the content.

- „Who are you“
- „Identity ?!?!?“ „Who am I?\": „Yorkshire Lass, Londoner, Level 7 Careers Practitioner, Health/Wellbeing Professional, Coach, Academic, Forever a Student, Secretly an Irish dreamer, Rambler, British, A Language Junkie, Kashmiri, Hot Chocolate Lover, Traveller, Floating in Arab Waters“.

Then, lecturer exposes additional questions, encouraging again group thought and reflection:

- „How much do you know about the identity of your refugee/immigrant clients?“
- „How much do you know about how they portray themselves to potential opportunities?“



- „How do you know this?/Process“
- „How can you do this better?“
- „What do you need to do this?/Resources“

Once again, the participants have the possibility to reflect and discuss several views in order to answer these questions. This is a good technique to activate the previous knowledge on the subject.

After this first input, the speaker proceeds to carry out his/her presentation by exposing various topics:

- What is Empowerment?
- Key Barriers for Refugees and Migrants
- Integration through Language
- Invisible concepts in Culture/Iceberg Model
- Initial coaching questions
- A practitioners 'Mindset'
- Exterior Life Management
- Some of the States of Subjective Wellbeing you can support foster in your clients
- Self-efficacy enhanced by the Practitioner
- Story telling for Integration, Expression and Comfort
- Story telling for Confidence and Envisioning
- Shadow Placement Diary example questions.
- Behavioural Activation – visualisation (Careers version)
- Life CV
- Skills Audit
- Ethnic/Refugee Entrepreneurship
- Summary of Practical Tools/Methods for Empowerment

The speaker ends his/her presentation by launching an open question to the participants, leading once again to reflection and sharing: „Can asylum seekers be empowered in a life situation where they do not have power to decide over their destiny???? The answer is always YES to acceptance and future planning“.



For more information about the contents of this learning session, see the full presentation in the Moodle learning platform of Academia + project („1b presentation exploring empowerment“).

Today's online training seminar ends by wrapping up and encouraging possible questions and concerns by the lecturer. The moderator reminds the participants that all material is accessible on Moodle platform and provides to the participants a feedback form.